

Indonesia: First Education Experience Program (FEEP)

Description

Date: 05/02/2018-05/27/2018
Locations: Bali Academy (Bali)
Sampoerna Academy (Jakarta)



The summer course includes 13 days of classroom observation in 2 schools including a traditional and residential setting, visits to 3 homes ranging in socio-economic status, and 2 alternative schools including a school for children from no and low income families and an ecological school set in a jungle living 'off the grid'. All classrooms are English settings and home visits will include a translator. Additionally there are optional excursions to local cultural sites. The course also includes visits by faculty to the students' classrooms, observations, mentoring by a teacher trained in the United States, Indonesia, or the Philippines, Ohio State faculty-led discussions and debriefing, and presentations by faculty who work in Indonesia.

Motivation

Academically, this course not only counted as one of my 3 credit pre-major course called FEEP but also allowed me to apply what I learned from my pre-major classes to real classrooms. For example, in my school and society class, I learned that schools reflected the society's structures and ideologies those schools were in. Considering Islam is the predominant religion in Indonesia, I looked forward to seeing how religion influences local schools' operations and if it will impact

gender equality, self-esteem or resource distributions. In my many other classes, stereotypes was also a topic that was often brought up. I think this program will help me examine my stereotype toward Muslim students, Eastern Asian countries' cultures and my previous teaching philosophy

Personally, this program enabled me to I experience teaching in a foreign context and have break days to travel around beautiful Indonesian islands. It would also deepened my understanding of culturally responsive pedagogies and multicultural education. Considering I would encounter students from Southeastern countries, I wanted to use this opportunity to understand their cultures and social ideologies. In this way, I could design classes based on students' background knowledge. Through talking to local families, I could avoid my stereotypes and miscommunication with Southeastern Asian parents in the future.

Highlights

- Talking about K-pop with students in Bali Academy and dancing a few songs.
- My kids in the first grade of Sampoerna greeted and hugged me every morning. And my Sampoerna class teachers prepared me a surprise before I left.
- Attacked by monkeys.



What was transformational for this project?

This project supported my understanding of community, family, and school cultures. Also, I started to consider teaching in an international context, and maybe rather than a regular class teacher, I can teach Chinese to foreign students instead. Meanwhile, plenty cultural experiences in Indonesia considering the role of socio-economic status, cultural differences, and community and family settings on teaching and learning. This experience made me feel like as a teacher that comes from an international background, I can make a difference for those Indonesian kids.

In addition, I used to have the stereotype that Indonesian people might be discriminatory toward Chinese people, but after I talked to Indonesian taxi drivers, teachers, and other local people, I realized that I was wrong. They expressed their willingness to visit Shanghai; they praised Chinese badminton players; they also ask me to teach them some Chinese.

